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ABSTRACT

A model has been developed that proposes five different perspectives on the curriculum--the ideal, formal, perceived, operational, and experiential. Each perspective has a different data source, and it is hypothesized that each perspective will produce a different picture of "the curriculum." Data collection for a national study of schooling will be guided by this general model as well as by a grid containing more specific dimensions that allow for the documentation of discrepancies that exist in the varying perspectives. The methodology for the study will include a naturalistic description of curricular phenomena in the classrooms and schools studied as well as quantifiable ratings of operationally defined variables. (Author)

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Perspectives of Curriculum

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE STUDY OF SCHOOLING, U.S.A.

Schools in the United States are used to criticism. They are told that they are too rigid, dehumanizing, and destructive of individuality and creativity. Others accuse them of being too soft, overly concerned with the feelings of their students, and neglectful of basic skills. Perhaps most disturbing, they are called "mindless," and said to be drifting along without plan or purpose and accomplishing little more than providing a babysitting service. Along with their criticisms, everyone also has a solution to offer: individualize instruction, do away with grades, teach the 3Rs (or new math, or spelling, or linguistics, or . . .), impose more discipline, use programmed instruction, keep the school open year 'round, or even do away with schools entirely. Schools, in good faith, have tried many of these proposed solutions and have spent many dollars and hours of human effort in the process. Few concrete improvements have resulted, and the criticism goes on.

We do not believe that schools are mindless and we are convinced that there is no single simple solution to improving our schools. We believe that we need to know a great deal more about what goes on in schools if we are to propose strategies for change that have a chance of succeeding. A school is a complex system of interacting factors which are only loosely understood. We want to study and be able to describe how some of these factors fit together to make up the entity we know as a "school." Our purpose is not to compare schools or to label them as good or bad. Rather, it is to begin to provide the outlines for a map of where and how the various

EA 006 879

factors fit together and how they affect each other. Our task will be not unlike that of NASA scientists who fit millions of photographs together to make a single picture of the moon. Our photographs will be gathered through questionnaires to principals, teachers, students, and parents, and through extensive interviewing and observation inside and outside of the schools.

THE STUDY OF SCHOOLING USA will focus on five basic components of the school and school life. The first is the curriculum, which includes not only prescribed content and what is actually taught in the classroom, but also teaching methods, school and class organization, grouping practices, and teacher and student attitudes about various subject areas. We hope to be able to provide information about how much time is actually spent on individual subject areas, resources that are most often used, overlaps or gaps between grade levels in various subjects, and the topics actually taught. Again, we do not intend to say that one teacher or school is doing better than another. Our primary task is to describe what is now being done in schools and, ultimately, to suggest needed improvements. Later sections of this paper reports in more detail the curriculum substudy.

Second, we want to know how students feel about their schools and try to pinpoint factors which seem to determine whether they like or dislike school. We would also like to get information about how students interact with other members of their class and how school contributes to the development of the individual's self-concept. We hope to be able to provide some information about what is important in schooling. Do brightly painted classroom walls promote high morale? Does ability grouping encourage or hinder development of a strong self-concept? We all have hunches about these questions, but no one has answers.

Our third area of interest is the relationship between the school and its community. We are interested in the kind of contacts the school has with parents, the outside influences and pressures it has to deal with, and the kinds of resources that it has available and uses. As a result of the information collected in this area, we may be able to say some things about the decentralization and accountability movements and how they can help and hinder schools in accomplishing their goals.

The last two aspects of the study will focus on the social system of the school. We are interested, first, in the adult social system. We want to be able to describe a teacher's day and document the demands on his or her time. We are interested in knowing if and when teachers have time for planning and consulting with each other, where they can meet duties and responsibilities they have in addition to classroom instruction, the activities of the principal and his or her relations with the teachers, and, especially, how they all feel about these things. After all, we recognize that a school is more than just a place where children have to spend part of their day. It is also a working world for adults and their job satisfaction and morale are important.

The social system of the classroom, basically the interaction between students and teachers, also will be examined. We hope to be able to answer some questions about how students perceive the various activities and attitudes of their teachers and how their relations with the teacher seem to affect their attitudes toward school. We hope to be able to classify teacher styles and make some recommendations about how they might fit with various kinds of students and their needs. We also may be able to say some things about teacher education and recruitment.

The groups who are studying the 5 components described above are supported in a major way by a sixth group, the data management group. This group is responsible for selecting the sample, planning data analysis procedures

and assisting in the construction of interview schedules, questionnaires and observation schedules used by each of the 5 subgroups studying the components of schooling. The data management group also takes the initiative in fitting the questions and data of the other substudies into a meaningful whole: compatible questions, instruments and procedures. Through their efforts, the five substudies contribute in a unique way to the overall study, the Study of Schooling, U.S.A. The funding for this total study is from the C. F. Kettering Foundation, Martha Holden Jennings Foundation, Spencer Foundation, C. I. Mott Foundation, JDR 3rd Fund, and the Rockefeller Foundation.

Conceptualization of Curriculum Substudy

Efforts are often made to plan, implement, study and evaluate a curriculum. Curriculum specialists study how curricula are developed; what should be included in curricular planning; and what the impacts of various curricula are upon students. Attempts are made to communicate to practictioners the results of these studies. Faculties of schools and district office staffs plan curricula for students within their span of concern (hopefully utilizing the findings of curriculum specialists). Teachers then teach the planned curricula and finally, students experience the curriculum. At least, so it is implied in many definitions, procedures and reports of curriculum planning. It has been suggested, however, that curriculum planning is not such a rational, deliberate process[1] and students often inform educators that the curriculum they experience is not one which is meaningful and relevant for their lives.[2] These criticisms suggest that the idea of studying "the" curriculum of a school or of a subject area such as science or social studies may be a naive point of

view. Perhaps there is no such thing as "the" curriculum, but rather the curriculum studied depends upon who or what factor or set of elements is used as a data base for studying "the" curriculum. For example, the teacher may alter the district plan for social studies as he assesses his students's needs, abilities, and interests. The student may accept or reject certain portions (perhaps all) of the science curriculum because of religious beliefs or basic attitudes toward man and nature. If one who is studying curriculum uses the teacher as a data base, or the school district curriculum guide, or the student himself, three quite different pictures may be developed of "the" curriculum.

This substudy proposes that there are, indeed, different pictures of the curriculum depending upon what data base is used to study curriculum. Five significant perceptions of "the" curriculum have been identified: ideal, formal, perceived, operational and experiential. Each uses a different data base to study the phenomenon commonly labeled as curriculum. Each is likely to produce a different picture of "the" curriculum. The purpose of the curriculum substudy is to document the areas of agreement and the areas of discrepancy among the various perspectives. A diagram of this model of curriculum is shown in Figure I.

The Ideal Curriculum

The label "ideal" was chosen deliberately so that this construct would correspond to a specific definition of the term. According to The Random House Dictionary of the English Language, a definition for ideal is "pertaining to a possible state of affairs considered as highly desirable."* This is what is

* 12g, p. 707

Figure I
5 Perceptions of Curriculum
Model Used in Study of Schooling, U. S. A.

Ideal Curriculum	Formal Curriculum	Perceived Curriculum	Operational Curriculum	Experiential Curriculum
Data Source: Best available knowledge from subject matter specialists and curriculum specialists with unlimited resources.	Potential Data Sources: 1. Legislative decrees 2. Available learning materials. 3. Biases of significant people in school and community. 4. Local school concerns 5. State or district adoptions.	Data Source: The teacher; his value screens, professional competencies and interests; and his assessment of students' needs, interests and abilities.	Data Source: Observation of what actually occurs in the classroom.	Data Source: The student.
Definition: Ideal curriculum is defined as "pertaining to a possible state of affairs considered as highly desirable" - Random House Dictionary of the English Language, 2 b, p. 707	Definition: A written set of intended learnings for students. It will have been developed in relation to the curriculum commonplaces. Decisions are made by people other than the classroom teacher.	Definition: The curriculum which the teacher perceives that he is offering to his students.	Definition: The curriculum which is actually being taught or implemented in the classroom.	Definition: The curriculum which: 1. the student perceives is being offered to him. 2. the student actually experiences - student outcomes or effects.

meant by the ideal curriculum. The ideal curriculum consists of an abstract synthesis of the "best" available in terms of curriculum planning, learning, instruction and subject matter. The planning of ideal curricula will result in comprehensive statements of intended learnings[3] (Goodlad's definition of curriculum) for students in specified areas of the curriculum--social studies, math or science, for example. All of the curricular commonplaces[4] will have been considered, the most productive processes in curriculum planning will have been utilized, and the array of concepts, processes, skills, values and attitudes which students will be expected to learn will be carefully chosen from all that is available. Even though all the curricular commonplaces will have been considered, it does not mean that an ideal curricula will be based upon specific behavioral objectives, for example. It does mean that consideration of the curricular commonplace of objectives should have occurred in the planning of the ideal curriculum. It is not conceived as a prescriptive curriculum for all students, but as an ideal model toward which practitioners might strive as they plan and implement curricula appropriate for their daily school practices.

The ideal curriculum is an abstraction which may not exist with any degree of consensus from subject area to subject area or from one specialist to another within a given content area. Part of this study includes attempts to define what might be an ideal curriculum in selected subject areas. The ideal curriculum will be a synthesis of the latest knowledge available without undue concern over limited resources. It should be constantly evolving as new data are made available to curriculum planners and scholars in the disciplines.

(Included in the latter group are psychologists who may be quoted by the humanists, others in education who use the child as a data source for the curriculum and political scientists or sociologists who might use society as a data source.)

The Formal Curriculum

The formal curriculum of a school is what is expected that students will learn when they attend a specific school. These expectations have been determined by persons or groups in authority other than the individual teacher. It is generally expected by the system that the teacher will follow the formal curriculum, but in actuality, some teachers may choose not to do so. This choice may lead the teacher into serious conflict with other school authorities or the teacher may be granted enough freedom to make this choice with comfort.

The formal curriculum may be composed of many elements: concepts; attitudes; interests; values; and affective, cognitive and psychomotor behaviors and skills. There usually exist at every school written statements of what is expected that students will learn while attending classes there. These statements may take a variety of forms. Each department or grade may have its own formal curriculum. For example, the social studies department in high school may have objectives and a set of course offerings and content outlines to help achieve those objectives. It may recommend activities appropriate for implementing the objectives. It will probably have examinations developed which students will be expected to "pass." At the elementary level, all the fourth grades in a school may have a set of common objectives, prescribed activities and achievement tests which they are expected to "pass." These sets of "expected" curricula would be examples of the formal curriculum.

It is expected that the planners of the curriculum will have considered the commonplaces of curriculum.[5] An identification of objectives, the means to achieve them and ways of evaluating student progress toward them will be a major concern in considering the formal curriculum. It is possible that one or more of the commonplaces of curriculum will be rejected, modified or omitted from the overall plan. If this does occur, it should be a rational, deliberate choice and not occur through lack of knowledge about curriculum planning. With this expectation as a part of the definition of the formal curriculum, a statement of a school's philosophy cannot be considered the formal curriculum since such a statement typically makes no attempt to consider the commonplaces of curriculum. Neither would a list of course offerings be considered as the formal curriculum since course offerings do not in themselves necessarily consider the commonplaces of the curriculum.

Many schools will probably have several sources from which the formal curriculum might be developed. The above paragraph suggested two sources: listings of course offerings and statements of educational philosophies. National curriculum projects such BSCS, PSSC, Man: A Course of Study, School Health Education Study, and from Subject to Citizen may be another source. Since these curricula do consider the commonplaces of curriculum, they may not only be a source; they may be the formal curriculum if they are officially adopted by the school or district.

Another source of the formal curriculum may be other learning materials. These learning materials may take the place of the formal curriculum through default as in the following examples. A lack of planning by the staff for a formal

curriculum in reading and the availability of a basic reading package and coordinated media materials on the commercial market may determine the reading program for the elementary school. The source of the social studies curriculum may be a collection of texts and multimedia kits assembled by the school. Thus, the learning materials may be another source from which the formal curriculum is extracted, but they must be considered as sources and not as "the" formal curriculum unless attention has been paid to the curricular commonplaces in putting the pieces together.

Legislative decrees may be another source of the formal curriculum. Some states specify certain time allocations, such as thirty-minute physical education programs to accomplish specific objectives or ninety minutes to be spent daily on the teaching of reading using specific learning materials such as a textbook. Sometimes topics are specified which must be included as a part of the formal curriculum such as drug abuse and driver-education. Such legal mandates are expected to be built into the formal curriculum of a school.

A source of the formal curriculum may be district decisions. Often learning materials are purchased for use by all schools in an entire district. Thus, all schools may be expected to use a specific science or math text. Often, curricular decisions are made at the district or county level which reflect specific local conditions. For example, a district largely composed of rural schools may require the teaching of conservation of local resources, ecology, or agriculture.

Another source of the formal curriculum might be the concerns of the local school itself. A small school, for example, with primarily college bound students may offer a somewhat different formal curriculum than will a school serving a

population where few of the students expect to obtain any kind of special training after they leave high school. The special talents of the teachers in the faculty may also be a determinant of the formal curriculum. An elementary school with an art specialist may have a comprehensive, well-developed formal curriculum while one without such a specialist may not have a formal curriculum in art at all. In the latter case, art instruction may be highly sporadic and casual, depending upon the talents, interests and values of each classroom teacher.

A plan or idea may exist in the mind of a significant person or group within a school or district and as such may serve as a source for the formal curriculum. The principal, for example, may require the use of a specific reading or math book. The music supervisor for the district may insist that all third graders learn certain songs or play in rhythm bands. The district supervisor in science may require a field experience in ecology during the ninth grade. Community groups and some parents may demand that a certain view of the creation of the earth be taught. Professional organizations may push for the teaching of certain concepts and skills in subject areas. The perceptions of several of these significant persons will be tapped by the curriculum substudy: state and district officials, parents, principals and department heads.

The formal curriculum, then, is the result of weaving all the inputs of the sources named above--and any others which may exist for a given school--into some organized curriculum for students which have been developed in relation to the commonplaces of curriculum.

It is likely that when a formal curriculum exists, it will consist of written statements in different subject areas by a teacher, group of teachers or district

personnel for the institution. Thus, each department in a high school may have its own curricula--junior high science, senior high social studies, or the vocational arts curriculum. All fourth grades in an elementary school may have formal curricula in reading, math, social studies and science. Any such formal written statements of a specific curriculum may be woven in as a part of a larger, more comprehensive formal curriculum of the school or district.

The Perceived Curricula

Teachers see the preceding sources of "the" curriculum through their own rose-colored glasses, value screens, professional competencies, and their own assessment of what their particular group of students need and desire. Their own unique set of professional knowledge, skills, and attitudes significantly affects what occurs in each classroom. The ideal and formal curricula (to the degree the teacher accepts them) are screened through these biases, perspectives, assessments and capabilities to become the curriculum the teacher perceives he is offering his students.

The perceived curriculum may be in part an adaptation of a formal curriculum such as MACOS. Adaptation may be necessary to the classroom because of several factors: the expense of the program forces only a partial purchase of available learning materials, the teacher's inadequacy or discomfort in implementing inquiry as a process of teaching and learning, physical restrictions upon available space for independent study and small groups to work, and lack of time to implement the complete course because of other curricular demands such as time required by the district to spend on the teaching of reading.

The decision to alter the formal curriculum into the perceived curriculum may be a deliberate act on the part of the teachers more than was suggested above. One teacher may include a "good dose" of phonics in her reading program to balance out a district prescribed, experiential based reading program. A mathematics teacher may give more drill on computation skills than is included in the state adopted textbook.

The perceived curriculum in all likelihood will be less complete in terms of curricular elements than will the ideal and formal curriculum. The overriding concern of many teachers probably will be learning activities for children--the organizing centers of the curriculum.[6] There may be less concern with explicit objectives, organizing elements and evaluation as commonplaces of curriculum from the teacher's perspective. The curriculum substudy will tap the perceptions of the teacher and any teaching aides as the data sources for the perceived curriculum.

The Operational Curriculum

There is some evidence which indicates that a gap exists between what a teacher perceives he is doing and what he actually does.[7] The operational curriculum is defined as what is going in the classroom--what is being taught or implemented in reality. For example, what content students are dealing with, what kinds of questions does the teacher ask, what is the interaction pattern of the classroom, how is time spent, what assignments are given and what teaching-learning modes does the teacher use, are questions which will guide in establishing what the operational curriculum is.

Several factors will significantly affect the operational curriculum. One will be the professional and personal competencies of each individual teacher. If the teacher is not competent to facilitate inquiry--or feels that he is inadequate to do so--all questions and student activities may exist at a low level of cognition. A controlling, authoritarian teacher may not allow much freedom to explore intellectual ideas and feelings in the classroom. Thus, a formal curriculum designed to utilize inquiry as a teaching-learning mode may not be present at all at the operational level.

Another factor affecting the operational curriculum will be the availability of learning materials. A wide array of materials to develop cognitive skills will greatly enhance the possibility of students learning them than will a barren classroom almost devoid of stimuli.

The operational curriculum will be documented by independent observation in the classroom for the substudy. The teacher is usually much too involved in the ongoing processes of the classroom to be removed and analytical as is required to study the operational curriculum.

The Experiential Curriculum

The experiential curriculum has two different facets: what is the curriculum the student perceives is being offered to him and what does he actually learn as he spends his time at school--student outcomes. This view of the student's curriculum will be a realistic one--what does he experience

at school and how does he view his curriculum--not an idealistic one--what would he like or what would other people like for him to experience at school.

Educators have for years been providing students with a curriculum to develop what adults believed the students would need in later life. The student rebellions of the late '60s and early 70's and the protests about schooling from the students, the lay public, and many educators suggest how irrelevant to life schooling is as students perceive it. From these forces comes support for the position that "the" curriculum as a teacher or other educator sees it may not be at all what the student perceives or experiences while at school. This brings into existence another perspective on curriculum--the experiental curriculum. The perceptions of students and student outcomes will be collected as data about the experiential curriculum by the curriculum substudy.

Methodology of Curriculum Substudy

In order to guide the data collection and analysis procedures which will be used to document the areas of overlap and discrepancies among the various perceptions of curriculum, a grid was developed which consists of the dimensions we want to track through the various perspectives. The grid consists of 2 major parts: 1. the curricular dimensions and 2. the qualitative factors which we believe will have a significant impact upon the curriculum in any perspective.

The curricular dimensions which we want to track through the various perspectives include the traditional curriculum and instruction elements of

goals and objectives, materials, content, learning activities, teaching strategies and evaluation. In addition, we included three other dimensions which are usually considered in relation to curriculum: grouping patterns, time and space.

Being curriculum specialists, the preceding nine variables are of special concern to us. And yet there were other factors we also have great interest in. There are some factors which may have great impact upon the curriculum, but might not be considered as dimensions of curriculum. For example, who makes decisions can significantly affect the way the teacher or student views the science curriculum. If the teacher and students have some authority or influence in the decisions made as to what will be the science content and the activities the students engage in as they learn the content, the satisfaction they experience and the learning the students achieve are likely to be greater than if they are not involved in decisions. Considerably less satisfaction might exist if teachers and students are merely told what they are expected to teach and learn in science. Thus, we identified 8 factors which we believe will significantly affect curricular decisions, but typically may not be considered curricular dimensions. These qualitative factors are: decision-making power, rationale, priorities, attitudes, appropriateness, comprehensiveness, individualization and barriers and facilitators. We expect to collect data on these 8 factors as they affect each of the curricular variables we are including. For example, we will be asking our data sources for the various perspectives of

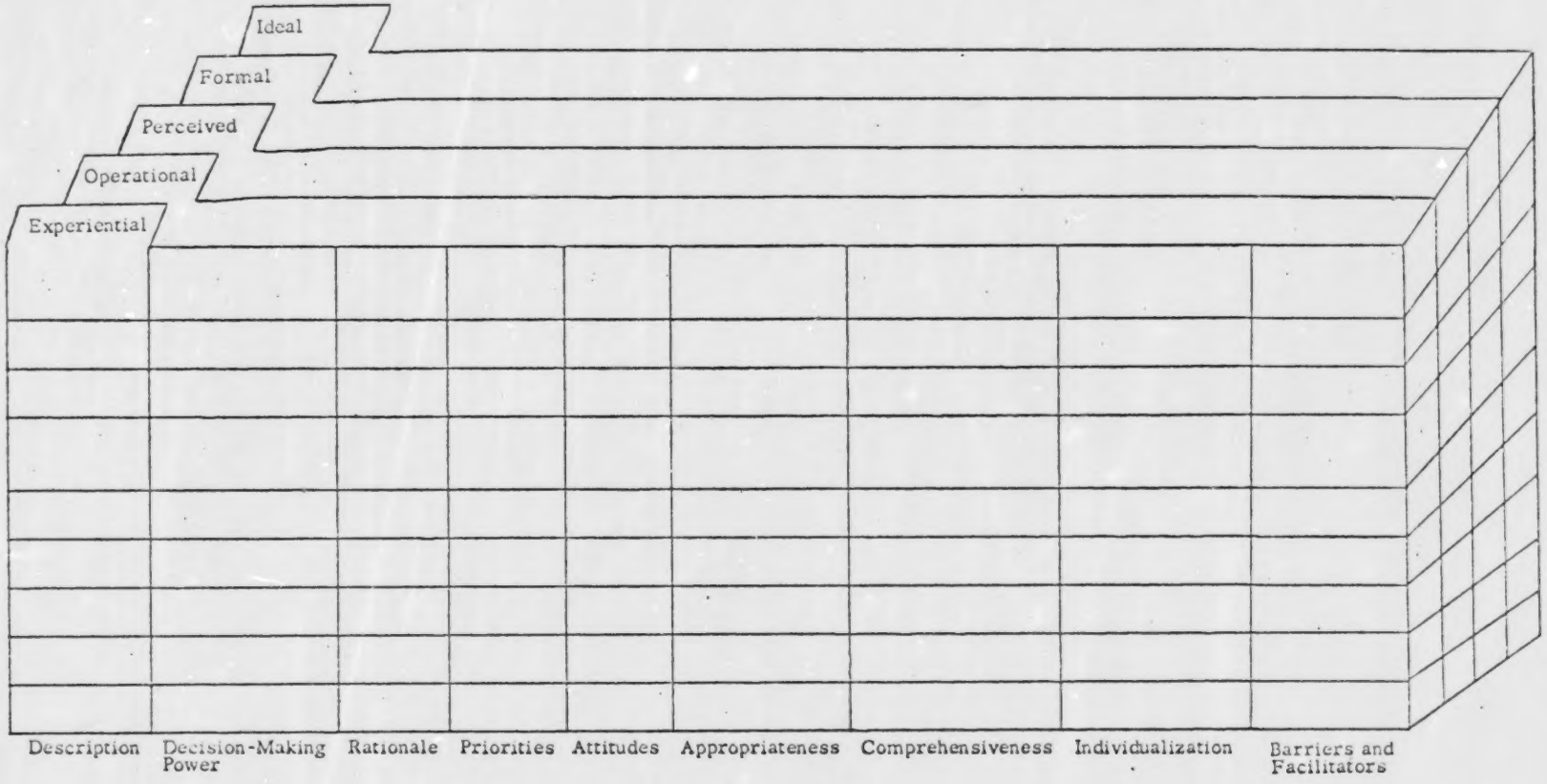
curriculum about who has authority or influence in decision-making regarding goals and objectives, materials, content, learning activities, strategies, evaluation, grouping, time and space. Similarly, we will be asking about each of the 7 other variables in relation to the curriculum variables. A review of the literature has been conducted on each of these variables as they pertain to curriculum.

We have also included a description cell for data collection for each of the 9 curriculum variables in order that we can adequately describe what exists in each of the schools and classrooms in terms of curriculum. (See Appendix I for our definitions of these terms.) A model of the data collection plan for the curriculum substudy is presented as Figure Two.

For each of the 5 major curriculum perspectives of the ideal, formal, perceived, operational and experiential curricula, most of the cells in Figure Two will contain data. Data will be collected in only selected cells for some data sources for the formal curriculum (state and district officials) and for the perceived curriculum (teaching aides).

Figure Two

Curriculum Data Collection Model



The preceding grid was used as a guide to identifying the specific research questions of the curriculum substudy. For most cells, a question was developed which relates the 2 intersecting variables which form the cell. (For the list of specific research questions developed using the grid as a guide, see Appendix II.) These questions were then translated into appropriate items for each data source and for the methods to be used in collecting the data.

The data for each cell will be collected by means of questionnaires, interviews or observation. Questionnaires containing comparable items for each data source, who will be asked the particular research question, have been developed for parents, principals, teachers, students for grades 4 through 12, teaching aides, state and district officials. Questionnaires will be the main form by which our data will be collected. Interview schedules have been developed for students in grades 1-3 and contain only selected questions to be asked of them.

The operational curriculum will be documented through anecdotal records on selected classrooms and by an observation schedule. Data from the anecdotal record will be used in answering questions such as how much of the school day is actually spent on instruction, how much time is spent on classroom management and what are the rules and regulations of the classroom. An observation schedule has been developed which requires some descriptive and quantifiable data as called for in the cells shown in Figure 2. Some data will be transferred from the anecdotal record to the observation schedule. For example, the observer will be asked to classify any descriptive statements from the anecdotal

record about objectives into categories which we have developed for coding the data. Similarly, on the basis of the anecdotal record, the observer will also rate teacher and student attitudes toward materials, strategies, evaluation, grouping, etc. on a quantitative scale where possible.

The experiential curriculum will be documented in 2 different ways because of the 2 foci identified in Figure 1 (see p. 6). The perceptions of what students are being offered in the curriculum will be documented as already specified through the use of a questionnaire for students in grades 4-12 and through an interview for students in grades 1-3. Student outcomes, the second focus of the experiential curriculum, will be documented for the study through the use of existing achievement test scores for each school. We recognize that the use of achievement tests scores places a major limitation upon the documentation of student outcomes. The tests used by the school may or may not have a relationship to what is contained in the formal, perceived, operational and experiential curriculum. At the same time, it is a traditional, accepted (at least by many) and available way of assessing cognitive student outcomes. Ideally, the study would construct its own measures, but this is completely beyond our resources. We will pay especially close attention to the reading and math scores, since we believe these two areas will likely be more closely

related to the various perceptions of curriculum than the other curricular areas. Reading comprehension and math computation skills, for example, will be found in most achievement tests and in most perceptions of the reading and math curriculum. There is likely to be less agreement in science and social studies in terms of what the curriculum ought to be and as it is perceived by the various data sources.

Other substudies are producing instruments for measuring general student affective outcomes and student attitudes toward and knowledge about global/international systems. The curriculum substudy will have these student outcome measures to add to the other data in the experiential curriculum as described above.

The curriculum substudy will collect data in the following subject areas: reading, language arts or English, math, social studies, science, the arts, physical education, foreign languages, career or vocational education and special education. Because of special funding, the area of the arts and global/international education will be studied in more detail than the other curricular areas. The 2 special projects will follow the general curriculum design, but have other research questions and instruments which will give more detailed data.

RESEARCH DESIGN AND SAMPLING PLANS FOR THE TOTAL STUDY

The sample of schools for the study will be the same states which were utilized by Roald Campbell in his study of school governance.[8] It was hoped that the Campbell study would provide the data pertaining to school governance variables at the state level, thereby adding a dimension to the Study of Schooling, U.S.A. which would not otherwise by obtained. The states from which schools to be included are: New York, California, Florida, Ohio, Michigan, Tennessee, Georgia, Colorado, Nebraska, Texas, Wisconsin and Massachusetts.

In order to study schooling at as many levels as possible, i.e., lower and upper elementary, and secondary, and still maintain a common factor for comparability across schools, it was decided to select school "triples." A triple would consist of a high school, a feeder junior high school and one feeder elementary school. Considering 72 schools as the maximum number possible to include in the study, this means 24 "triples" altogether, or 2 "triples" from each of the 12 states would be our sample.

Each of the substudies has indicated a need for a sample of schools which varies in regard to both size of enrollment and social-economic status. Therefore, the following design was developed for sampling stratification.

ENROLLMENT SIZE

SES	LARGE	SMALL
MIDDLE		
LOW		

In an attempt to get as many different school triples as possible, some additional school stratifying characteristic variables have been indicated to be important by the various subgroups and were consolidated into sampling strata within each of the four "cells." In order to secure school types which would provide the variation deemed necessary within cells and yet maintain consistency across cells, concensus was reached among the substudies to adopt the following balanced design:

BALANCED DESIGN

SES	LARGE	SMALL
MIDDLE	1. metropolitan - all or predominantly white. 2. metropolitan - all or predominantly non-white. 3. rural - all or predominantly white. 4. rural - all or predominantly non-white. 5. metropolitan - racial mix. 6. rural - racial mix	1. metropolitan - all or predominantly white. 2. metropolitan - all or predominantly non-white. 3. rural - all or predominantly white. 4. rural - all or predominantly non-white. 5. metropolitan - racial mix. 6. rural - racial mix
LOW	1. metropolitan - all or predominantly white. 2. metropolitan - all or predominantly non-white. 3. rural - all or predominantly white. 4. rural - all or predominantly non-white. 5. metropolitan - racial mix 6. rural - racial mix	1. metropolitan - all or predominantly white. 2. metropolitan - all or predominantly non-white. 3. rural - all or predominantly white. 4. rural - all or predominantly non-white. 5. metropolitan - racial mix 6. rural - racial mix

This design allows for analysis of main effects of SES and school size as well as the interaction effects of these stratification variables.

Within each school in our sample, the curriculum substudy will collect data on all teachers in the subject areas specified earlier, parents of the school, the principal, department heads or grade level chairman and teaching aides and students. This data will be collected through questions about their general perceptions of curriculum. In addition, more specific data will be collected from two teachers randomly selected from each grade level at the elementary school level and from the students in these classes. Observations for the data on the operational curriculum will also be conducted on these 2 classes at each grade level.

At the secondary level, we will use as our sample all single, unique classes in our specified subject areas (such as Black literature, computer science, or Chicano history) and will include 2 classes from classes which are offered more than once (such as 2 classes of general science or math, American history and English I). Where possible, the two classes of a general offering will be a high ability class and a low ability class if these patterns of selective grouping are used in the high school.

These are our plans for the Study of Schooling, U.S.A. and the curriculum substudy, in particular. The magnitude of this study is massive; the complexities are challenging and the logistics of implementing the design in a school are extremely complicated. Given these problems, the strengths of the study are also identified. Studies of this breadth and scope are rarely

conducted for many reasons. We believe that the data collected by this study will be of great assistance in interpreting to a variety of audiences what schools are like and what they are doing. The audiences we expect to report to include parents, practitioners, researchers and policy makers. We also believe that at the conclusion of our study we will have a sound data base for projecting some changes for American education.

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4 Four are commonly identified through the work of Tyler, Ralph, Basic Principles of Curriculum and Instruction, (University of Chicago: Chicago, 1950). The four curricular commonplaces are: stating objectives, selecting learning experiences, organizing basic elements of the curriculum and evaluating the progress of the student in attaining the objectives.

5 Tyler, Ibid.

6 Goodlad, op. cit. Goodlad expanded Tyler's concept of learning experiences into 2 components: learning opportunities planned at the institutional level and organizing centers at the instructional level.

7 See, for example, the following references:

1. Good, Thomas L. and Brophy, Jere E., Looking at Classrooms, Harper & Row, 1973.

2. Goodlad, John I., Frances M. Klein, and Associates, Looking Behind the Classroom Door, Charles A. Jones Publishing Co., Worthington, Ohio, 1974.

3. Williams, C. Ray and Julie M. Jenson, "Toward an Operationally Defined Curriculum," Educational Leadership, January, 1974, 31: 313-314.

8 Campbell, Roald, Educational Goverance Project, Begun in January, 1972, completed in August, 1974, funded by USOE under title V (Section 505) of the ESEA Act (OEG-O-73-0499).

Appendix I

GRID DEFINITIONS

Curriculum Variables

1. Goals and Objectives
   the set of intended learnings - cognitive, affective, and psychomotor

2. Materials
   objects in the classroom which are placed there to promote learning

3. Content
   topics and processes which comprise the material presented

4. Learning Activities
   opportunities or tasks provided to the student for learning

5. Strategies
   any method used to assist students in learning

6. Evaluation
   a set of procedures for gathering, utilizing, and disseminating data about student characteristics and growth in cognitive, affective, and psycholmotor behaviors

7. Grouping
   the placement of one or more students in a group for instruction

8. Time
   the allocation and use of time by students and teachers

9. Space
   the allocation and use of space in the classroom and school by teachers and students

Qualitative Factors

1. Description
   a description of the curriculum variable with respect to what?, where?, when?, and how?

2. Decision-Making
   degree of influence and input various groups have in decisions about the curriculum variable

3. Rationale
   reasons given for the ways in which the curriculum variable functions or is implemented

4. Priorities
   those aspects of the curriculum variable which are given greatest emphasis in time spent or importance attached to it

5. Attitudes
   the degree of satisfaction expressed about the curriculum variable

6. Appropriateness
   degree to which the curriculum variable is suitable for the intended purpose

7. Comprehensiveness
   the degree of which the total possible array of the curriculum variable is represented

8. Individualization
   degree to which the curriculum variable is adapted to individual differences

9. Barriers/Facilitators
   factors which impede or promote the use of the curriculum variable

Curriculum Substudy Questions

Appendix II

1. What role do goals and objectives perform in the curriculum?

   A. What are the goals and objectives and how are they stated?

   B. Who chooses them?

   C. Why were they chosen?

   D. How much time is given to each?

   E. Which are considered the most important?

   F. What are the attitudes toward the goals and objectives?

   G. Are the goals and objectives suitable in terms of the child's and society's future needs, the reflection of current knowledge or the best in mankind's past culture, the task level difficulty, the developmental level of the child, encouraging student involvement, the ethnic/cultural background of the child, the relevance to the child's current needs, and the time required for learning?

   H. Are the goals and objectives comprehensive?

   I. Is there individualization of goals and objectives?

2. What is the role of materials in the curriculum?

   A. What materials are available? in use?

   B. Who choses the materials?

   C. Why were they chosen?

   D. How much time is spent using each type of material?

   E. Which materials are considered most important?

   F. What are the attitudes toward materials?

   G. Are the materials suitable in terms of reflecting current knowledge, task level difficulty, encouraging student involvement, the child's developmental level, ethnic/cultural background, and the time required for utilization?

   H. Is there individualization of materials?

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Curriculum Substudy Questions

I. Is the array of available materials comprehensive?

J. What are the barriers and facilitators in the utilization of materials?

3. What is the role of content in the curriculum?

A. What content is being taught?

B. Who choses the content to be taught?

C. Why was the content selected?

D. How much time is given to each type of content?

E. Which content is considered most important?

F. What are the attitudes toward the content?

G. Is the content suitable in terms of the child's and society's future needs, the reflection of current knowledge and/or the best in mankind's past culture, the task level difficulty, the child's developmental level, ethnic/cultural background, encouraging student involvement, the time required for learning, relevance for the child's present needs?

H. Is the content comprehensive in scope?

I. Is there individualization of content?

J. What are the barriers and facilitators?

4. What is the role of learning activities in the curriculum?

A. What are the learning activities offered the students?

B. Who chooses the learning activities?

C. Why were they chosen?

D. How much time is spent on the different types of activities?

E. Which are considered the most important?

F. What are the attitudes toward the learning activities?

G. Are the learning activities suitable in terms of reflecting current knowledge, task level difficulty, child's developmental level, ethnic/cultural background, and the time required for utilization? Promoting child involvement?

H. Are the learning activities individualized?

I. What barriers and facilitators exist in the use of learning activities?

J. Is the array of learning activities offered comprehensive?

5. How are teaching strategies being used in the curriculum?

A. What are the strategies being used?

B. Who chooses them?

C. Why were they chosen?

D. How much time is given to each type of strategy?

E. Which strategy(ies) is(are) most important?

F. What are the attitudes toward the teacher strategies being used?

G. Are the strategies suitable in terms of reflecting current knowledge, the child's developmental level, ethnic/cultural background, time required for use, encouraging student involvement, and relevance for the child's present and future needs?

H. Is the array of teacher strategies used comprehensive?

I. Are the teacher strategies individualized?

J. What barriers and facilitators exist in the use of strategies?

6. What is the role performed by evaluation in the curriculum?

A. What types of evaluation are being used?

B. Who chooses the methods of evaluation and establishes the time for evaluation?

C. What use is made of student evaluation?

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D. How much time is spent on each type of student evaluation?

E. Which type is most important?

F. What are the attitudes toward evaluation?

G. Is the type of evaluation suitable in terms of reflecting current knowledge, child's developmental level, ethnic/cultural background, and time required for utilization?

H. Is the array of types of evaluation used comprehensive?

I. Are methods of evaluation individualized? is the timing?

J. What barriers and facilitators exist in the use of evaluation?

7. How is grouping being used in the curriculum?

A. What methods of grouping are being used? What types of groups?

B. Who chooses the groups?

C. Why were the groups chosen?

D. How much time is spent in each type of group?

E. Which groups are the most important?

F. What are the attitudes toward the types of groups?

G. Are grouping practices suitable in terms of reflecting current knowledge, the child's developmental level, ethnic/cultural background? Promoting child involvement?

H. Is the array of student groupings comprehensive?

I. Is the type of grouping individualized?

J. What barriers and facilitators exist in the use of grouping?

8. How is time scheduled for instructional purposes in the curriculum?

A. What are the time schedules being used?

B. Who chooses the time schedules being used?

C. Why was the time schedule chosen?

D. What are the attitudes toward the time schedule?

E. Is the scheduling of time suitable in terms of reflecting current knowledge, task level difficulty, child's developmental level?

F. Is the scheduling of time individualized?

G. What barriers and facilitators exist in the scheduling of time?

9. How is space being utilized for instructional purposes?

A. What space is available for instructional purposes? being used?

B. Who chooses how space is utilized?

C. Why is space being used as it is?

D. How much time is spent using the different spaces available?

E. What are the attitudes toward space?

F. Is the utilization of space suitable in terms of reflecting current knowledge, and the developmental level of the child?

G. Is the array of spaces available and in use comprehensive?

H. What barriers and facilitators exist in the utilization of space?

I. Is the use of space individualized?